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## ABSTRACT

As part of Kapiolani Community College's (KCC's) long-range planning process, major revisions to the academic plan are made every 6 years, following the college's accreditation self-study. The plan for 1985-90 provides a history and description of the college; explains KCC's planning process, mission, and goals; discusses the factors and projections providing the context for the plan; assesses the extent to which KCC implemented the recommendations of a 1979 visiting accreditation team; and identifies 10 priorities for the college over the coming six years. The bulk of the planning document focuses on the priorities, specifying desired outcomes, rationales, and specific planned activities. The priorities are to: (1) complete the new campus at Diamond Head; (2) strengthen and enhance the liberal arts transfer program; (3) maintain vital vocational programs in the face of changing economic conditions; (4) improve students' basic academic skills; (5) establish a student assessment and development program; (6) increase access to KCC's programs through alternative delivery systems; (7) improve the quality of instruction; (8) maintain a high quality faculty and staff; (9) develop more extensive community ties; and (10) implement a comprehensive planning, management, and evaluation system. (AJL)

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# KAPIOLANI

## 1990

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## Academic Plan 1985—1990

KAPIOLANI COMMUNITY COLLEGE  
University of Hawaii

JC 880 454

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# KAPIOLANI 1990

Academic Plan 1985-1990

Kapiolani Community College  
University of Hawaii  
April, 1985

# KAPIOLANI 1990

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## I. HISTORY AND DESCRIPTION OF THE COLLEGE

Kapiolani Community College is one of six community colleges that make up the Community College System of the University of Hawaii. It is a comprehensive, open-door, community-based college offering a liberal arts curriculum and vocational programs in business, health, hospitality and food service, and legal assisting. Students may earn an Associate in Arts degree, an Associate in Science degree, or Certificates of Achievement in twenty-one career fields. The College also provides a variety of short-term credit and non-credit training programs.

The Fall 1984 student enrollment was approximately 5,300, a figure expected to remain fairly stable over the decade. Students currently attend classes at one of two campus locations — the Pensacola Campus located on a small five-acre site near downtown Honolulu and the Diamond Head Campus located on the slopes of Diamond Head. It is expected that by the end of the decade, the College will be located entirely in new facilities on the Diamond Head Campus. With the move, Kapiolani Community College will focus on providing higher education opportunities to the East Honolulu area while retaining its broad-based statewide mission for selected vocational programs.

As a community college, Kapiolani Community College's greatest strengths lie in its comprehensive program offerings, quality teaching, low tuition costs, educational guidance, and responsiveness to the community it serves. Programs unique to the College include offerings in Legal Assistant, recently recognized as one of the ten most outstanding vocational programs in the country, and six specialized Allied Health programs. These Allied Health programs and the Nursing program combine to provide the local health care institutions with quality trained personnel.

The Food Service and Business Education programs have also earned a reputation for quality over the years. A high degree of community acceptance and support for the Food Service program results from the operation of its dining room facility which is open to the public for lunch and dinner. Hotel Operations offerings have been incorporated with the Food Service program to provide a well-coordinated approach to preparing students for careers in Hawaii's vital visitor industry.

The Business Education program, long established, remains adaptable and responsive in providing workers in accounting, sales and marketing, secretarial science, and data processing for Hawaii's businesses. Recently the College

has begun to play a major role in teaching computer skills for businesses through its extensive non-credit offerings on the uses of computers.

The Liberal Arts program has grown rapidly in recent years to a current enrollment of over 2,200 students. This growth establishes Kapiolani Community College as a major feeder to the four-year colleges in the state and as a provider of a liberal education for many of Hawaii's citizens. Strengthening these liberal arts offerings is a major priority for the College.

## II. DESCRIPTION OF THE COLLEGE PLANNING PROCESS

Kapiolani Community College's long-range planning process is part of a comprehensive Planning, Management, and Evaluation (PME) system which seeks to integrate academic program planning and budgeting through a participatory process involving faculty, staff and students. Major revisions in the Academic Plan are made each six years and are timed to follow the accreditation self-study conducted by the College. In this way, the evaluation results from the accreditation form part of the foundation for the plan.

During the intervening years, the system is built on a biennial cycle, with the first year devoted to program planning and evaluation, and the second year devoted to translating the updated program plans into specific resource requests in the State's biennium budget.

Planning for the six-year period, 1985-91, began over a year ago. The College's mission and goals were reviewed and updated by the Provost's Advisory Council, a group representative of all instructional departments and program units on campus, as well as student government and faculty senate. Faculty and staff, under the leadership of the department chairs and coordinators, were then involved in the grass-roots development of updated six-year plans for each of the instructional departments. All Deans and Directors also developed detailed long-range plans and objectives for each of the major program areas: instruction, academic support, student services, public service, and institutional support.

From October through December, 1984, these plans were again reviewed and updated to reflect directions established through the University Strategic Plan and the revised Community Colleges' Directions for the 80's. The administrative staff and Provost's Advisory Council played the key role in updating and revising the plan, with the final draft of the planning document

distributed campus-wide to faculty, staff, students, and the Community Advisory Committee for review and comments.

In addition to this cycle of updating the Academic Plan and developing budget requests based on the six-year plans, the planning, management, and evaluation efforts encompass three other major evaluation activities — program reviews, program accreditation for selected programs, and departmental annual reports. Kapiolani Community College is seeking to foster the understanding that all of these important evaluation and self-study activities are integral parts of the College's total PME effort.

### III. MISSION AND GOALS OF THE COLLEGE

The mission of Kapiolani Community College is shaped by the definition of community colleges in the State statutes and by the overall role of community colleges within the University of Hawaii. In addition, the community colleges respond to the goals established by the University Strategic Plan, the State Higher Education Functional Plan, and by the Board of Regents serving as the State Board for Vocational Education.

As stated in the New Directions for the 80's (May 1984), the community colleges of the University of Hawaii have as their general mission:

1. To broaden access to post-secondary education in the State of Hawaii by providing open door opportunities for students to enter quality educational programs within their community.
2. To provide vocational and technical programs which both prepare students for immediate employment and provide the paraprofessional and trained work force needed by the State.
3. To specialize in the effective teaching of general education and other introductory liberal arts and pre-professional courses.
4. To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
5. To contribute to and stimulate the cultural and intellectual life of the community.

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Within this shared mission with the other community colleges, it is specifically the mission of Kapiolani Community College to:

1. Provide allied health education for the State.
2. Provide legal assisting education for the State.
3. Provide comprehensive programs in business education, food service and hospitality education, and nursing.
4. Provide a comprehensive two year liberal arts program.
5. Serve the East Honolulu area.

The comprehensive mission of the College, coupled with the realities of limited funding, necessitates the well-considered setting of program priorities and directions. In setting these priorities, Kapiolani acknowledges its concurrence with the "New Directions for the 80's" established by the University of Hawaii Community College System. These eleven directions relate to educational quality, opportunities for education, and administrative leadership and are listed below in their order of priority for Kapiolani Community College:

1. Improve the quality of instruction and programs.
2. Help students make maximal use of community college opportunities.
3. Emphasize basic academic skills as a foundation for student success.
4. Increase faculty and staff development opportunities.
5. Emphasize education for personal development and social responsibility.
6. Expand programs and services for adults and students with special needs.
7. Strengthen ties between colleges and their communities.
8. Provide programs to support economic development in Hawaii.
9. Increase effectiveness and promote accountability.
10. Strengthen educational leadership.
11. Improve cooperation, coordination, and sharing among colleges.

These broad directional statements provide the framework within which Kapiolani Community College's specific program priorities have been set.

## IV. PLANNING CONTEXT

There are a variety of internal and external conditions and assumptions which affect the ability of the College to achieve its mission and goals and which

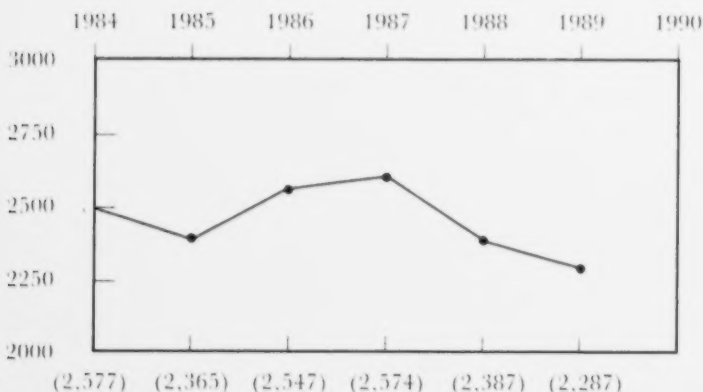
provide the context within which this long-range plan has been developed. The most significant of these conditions are described below.

### EXTERNAL FACTORS

#### 1. Demographic changes in the college-attending population.

The traditional college-bound population of 18-20 year olds is expected to decrease slightly over the last half of the decade, with slight increases beginning again in the early 1990's. This decline will probably not be offset by any significant in-migration in the East Honolulu area, as large scale residential development is not planned for the area.

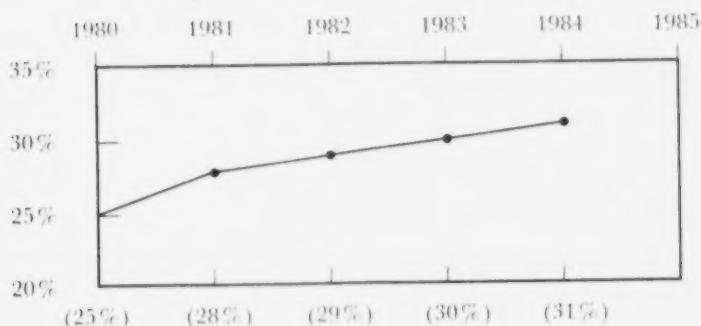
**Graph A**  
**High School Senior Enrollments**  
**Honolulu District 1984-1990**



Source: "Enrollment Projections of the Public Schools in Hawaii 1984-89," State Department of Education, April 19, 1984.

This decline is expected to be offset by an increase in the number of older adults seeking to further their education or seeking job upgrading or a career change. This is a population that has been growing for Kapiolani and will likely continue to grow as the College develops the means to provide instruction that fits the characteristics of a part-time, working adult student population.

**Graph B**  
**Percent of Students 25 Years of Age and Older**  
**Kapiolani Community College 1980-1984**



Source: UH Computer Report No. 2506.

## **2. Economic changes in the community.**

The economic future of Hawaii is strongly debated but this plan is based on the assumption that attempts at diversifying the economic base of the Islands will be only gradually successful over the six-year period of this plan. The visitor industry will remain the largest contributor to Hawaii's economy and in need of qualified workers to remain competitive for tourism dollars.

Efforts to diversify the economy will concentrate on high technology, communications, film production, service industries, and agriculture, with Hawaii endeavoring to play a larger role in the Pacific Basin and Southeast Asia. All of these efforts will create a demand for paraprofessionals and, with the exception of agriculture, are closely related to the major program areas of the College. Kapiolani Community College must remain responsive and supportive of these changes in the economy, a need recognized by the State Higher Education Plan which calls for growth in community college programs in business, tourism-related occupations and new health fields.

## **3. Impact of computer and telecommunications technology.**

Rapid advances in telecommunication and the use of computers are having significant impacts on the economy. The expanded use of

computer technology in business and industry is spreading to many other sectors of the economy, including health and social services.

This increasing automation and use of computers will cause rapid changes in job-related skills and a greater demand for frequent retraining of workers in affected fields.

The high cost of some of this technology will require the College to develop more cooperative arrangements with industry to train workers in addition to acquiring necessary computer equipment for on-campus instruction. The rapid change also creates a need to insure that faculty remain current with these new applications.

#### **4. Academic preparation of students.**

While improvements are expected in the entering skills of recent high school graduates as a result of the renewed interest in the quality of secondary education, there will continue to be a significant number of students academically underprepared for the College's degree programs. Two groups of students requiring such developmental work are expected to increase. These are:

- a. The large number of immigrant students enrolling at the College who have a need for courses in basic communication skills so that they can enter the degree programs.
- b. Working adults who have not used many of the basic skills in an academic context for several years and who need assistance with the transition back to college.

### **INTERNAL FACTORS**

Over the next six years, it is not expected that either the State tax base will significantly increase or that the College's share of the existing base will increase significantly. The only exception is in the Capital Improvement Program where it is assumed the College will remain a high priority for the University and thus receive a larger share of Capital Improvement funds.

This limited increase in funding will create a need to continue an emphasis on reallocation of existing resources and on professional development and retraining of existing staff to achieve the College's goals. Because of limited funds, no major shifts in curriculum are expected and any changes are likely

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to be reflected in modifications or expansions of programs in areas related to those currently offered.

The limited growth will also require that the College adopt a more sustained and aggressive program of seeking alternate funding for many of its projects, particularly during their developmental stages.

### ENROLLMENT PROJECTIONS

The current enrollment projection for Kapiolani Community College from 1985 through 1990 forecasts a decline from the current level of 5,300 students to 5,114. During this period, the relative demand for the liberal arts and vocational programs is expected to remain fairly constant.

Table 1

**Enrollment Projections by Program  
Kapiolani Community College  
Fall 1984 to Fall 1990**

| DIVISION           | ACTUAL       | PROJECTED    |              |              |              |              |              |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                    | FALL<br>1984 | FALL<br>1985 | FALL<br>1986 | FALL<br>1987 | FALL<br>1988 | FALL<br>1989 | FALL<br>1990 |
| General Education  | 2321         | 2258         | 2215         | 2200         | 2201         | 2197         | 2157         |
| Business Education | 1709         | 1703         | 1630         | 1670         | 1670         | 1664         | 1644         |
| Food Services      | 393          | 390          | 385          | 382          | 382          | 382          | 376          |
| Health Services    | 284          | 316          | 312          | 310          | 310          | 310          | 305          |
| Public Services    | 117          | 105          | 103          | 103          | 103          | 102          | 101          |
| Unclassified       | 440          | 540          | 537          | 537          | 538          | 537          | 531          |
| Total              | 5264         | 5312         | 5232         | 5202         | 5204         | 5196         | 5114         |

Source "Official Enrollment Projections, University of Hawaii, Fall 1984 to Fall 1990" (Planning Issues 84-1), February 1984.

It should be noted that these projections are statistical extrapolations based on current enrollment trends at the College and within the Department of Education. They are not target enrollments and do not reflect the following enrollment factors:

1. An increase in the working adult student population resulting from more evening, off-campus, and non-traditional offerings.

2. Enrollment increases from students attracted to the new facilities and attractive site at Diamond Head.
3. New programs or modifications to existing programs.
4. Changes in admission practices at UH-Manoa or within the community colleges.

### EMPLOYMENT PROJECTIONS

All national and State labor statistics reviewed reflect continued high demand for trained graduates of the College's vocational programs, especially secretarial and clerical workers, sales workers, food service personnel, legal assistants, and most health paraprofessionals. Employment projections from the State Director of Vocational Education are presented in Table 2.

**Table 2**  
**Statewide Employment Demand by Program**  
**1980 and 1990**

| Occupation Titles by Program                                               | Employment Statewide |        |
|----------------------------------------------------------------------------|----------------------|--------|
|                                                                            | 1980                 | 1990   |
| Business Education Programs                                                |                      |        |
| Accounting/Bookkeeping<br>(Computer and Peripheral<br>Equipment Operators) | 11,940               | 14,550 |
| Sales Clerks, Reps. and Other Workers                                      | 21,050               | 26,670 |
| Stenos, Secretaries and Typists                                            | 15,120               | 18,430 |
| Food Service Program                                                       |                      |        |
| Food Service Cooks and Workers                                             | 22,820               | 28,180 |
| Health Education Programs                                                  |                      |        |
| Dental Assistants                                                          | 920                  | 1,230  |
| Occupational Therapy Aides                                                 | 50                   | 70     |
| Nurses Aides/Orderlies                                                     | 1,670                | 2,080  |
| Respiratory Therapists                                                     | 110                  | 140    |
| X-Ray Technicians                                                          | 240                  | 310    |
| Legal Assistant Program                                                    |                      |        |
| Paralegal Personnel                                                        | 200                  | 550    |

Source: *Employment Outlook for Industrial Occupations, 1980-1990*, Department of Labor & Industrial Relations, January 1984.

All of the College's vocational programs rely on employer/community input through their program advisory committees to keep faculty abreast of changing employment conditions and training needs.

## V. ASSESSMENT

As part of this planning process, the College undertook a limited accreditation self-study. This self-study, employing ten faculty and staff task forces, examined the recommendations made by the visiting accreditation team in 1979 to determine the extent to which the various recommendations had been implemented. The self-study demonstrated that most of the forty-six recommendations had been addressed in whole or part, with major efforts in the following areas:

1. The development of a systematic process of examining the mission and objectives of the institution, incorporated as part of the Planning, Management, and Evaluation System;
2. The addressing of the serious space and facilities problems through the development of the Diamond Head Campus;
3. The development of more comprehensive student support services;
4. Significant growth in community service activities and interaction with the community.

While progress has been made, continuing to address the recommendations of the accreditation team forms the basis for many of the planned activities over the next six years. Particular attention is being directed toward the new campus development, student services, and program evaluation — all areas cited by the team.

In addition to the accreditation self-study, several program reviews made recommendations that have been incorporated into this long-range plan. The liberal arts program review pointed out the need to begin to focus on the role that Kapiolani Community College plays in preparing students for transfer to baccalaureate campuses. This role was recognized as increasing in importance and requires the development of appropriate curriculum, staff, advising, and articulation to ensure students of quality academic preparation prior to transfer. The liberal arts review also recommended the development of a stronger general education program, including the emphasis on certain skills in a broad range of disciplines.

Additional program reviews were conducted in several vocational programs. These reviews, and the program advisory committees, emphasized the con-

tinuing need for relevant equipment, facilities, and coursework; the possibilities for additional career options within the programs; and the need for good assessment and advising for students. These recommendations are also being addressed in this plan.

The overall importance of this type of assessment as both feedback to the faculty and staff on the success of their efforts and as a foundation for the next plan is recognized by the College. The development of a more comprehensive evaluation process that is both outcome oriented and integrated with the planning and management processes already in place is one of the major priorities of this six-year plan.

## **VI. COLLEGE PRIORITIES, 1985-91**

Over the next six years, the College will focus on ten priority areas. These do not represent the total of all College activity but instead reflect those areas involving major commitment of new resources or restructuring to help achieve the long term goals of the College. Each of these priorities are described below along with some of its related activities, the groups responsible, and the projected timeline. The order of the priorities is not significant as the College intends to address each of them within the six-year period.

### **PRIORITY ONE: COMPLETION OF THE NEW CAMPUS AT DIAMOND HEAD**

**Desired Outcome:** An improvement in student learning and completion rates through the provision of a better learning environment.

**Rationale:** Successful student learning requires many things, including facilities and an environment that provides for quality instruction. It has long been recognized that Kapiolani Community College does not have adequate facilities at its Pensacola location and that expanded facilities are essential to improving the quality of the programs. This expansion is now underway with the construction of the new campus at Diamond Head.

In Fall 1983, the College occupied three privately-funded classroom facilities on the Diamond Head Campus and, in Fall 1984, the first State-funded permanent buildings. As a result, 2,200 students now take classes at the Diamond Head Campus, including all of the Health Education students. Construction is scheduled to begin in December, 1984, on the next two buildings which will house Business Education and Art classrooms. When these

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buildings are completed in Summer, 1986, nearly 4,000 of the College's 5,300 students will be enrolled at the Diamond Head Campus.

Because of the integral relationship among the instructional programs and the critical need for support facilities for the large majority of students who will be registered at Diamond Head, it is important that the transfer of all programs to the Diamond Head Campus be completed as soon as possible. The College is neither staffed nor structured to provide for a split campus operation. This plan provides for the construction and move to be finished by the end of the planning period within the CIP budget allocations normally received by the University.

**Activities:** The development of the new campus involves more than just the construction of buildings. Because of the large increase in acreage and square footage, adjustments are planned in maintenance, security, landscaping, and operations. These adjustments will be accomplished through the reassignment of staff from the Pensacola Campus to the Diamond Head Campus, through reallocation of funds, and through new position requests. The planned activities are as follows:

### **For the Years 1985 - 86:**

1. Completion by summer of 1986 of Buildings A and C, providing for the Business Education and Art programs. This will result in an increase of 1500-1800 students at the Diamond Head Campus by Fall 1986.
2. Start of construction of Buildings F1 and G1, providing for administrative services (business office, admission & records, bookstore, student services) and a campus center (food service, student activities, student government). These are essential to provide support to the 4,000 students on the campus. The food service facility also will serve as the instructional laboratories for part of the Food Service program.
3. Development by the Director of Administrative Services of a campus security plan based on electronic surveillance and communication.

### **For the Years 1986 - 87:**

1. Completion of construction of Buildings F1 and G1.
2. Filling of additional custodial and grounds positions to provide for maintenance of the expanded facilities.
3. Start of construction of Buildings G2 and F2, providing for food service instructional facilities and media support services for the campus.

Upon completion of Building G2 and Building G1, all food service instruction will take place at the Diamond Head campus, resulting in an increase of 300-500 students.

4. Implementation of the electronic security system.

**For the Years 1987 - 88:**

1. Completion of Buildings G2 and F2.
2. Start of construction of Buildings I and E, providing for a permanent library/learning resource center as well as classrooms, a language laboratory, and offices for the remainder of the liberal arts program. When these buildings are completed, all liberal arts instruction would be moved to the new campus, resulting in an enrollment increase of 300-500.
3. Filling of additional custodial positions to provide for the expanded space.

**For the Years 1988 - 89:**

1. Completion of Buildings I and E.
2. Filling of additional custodial positions to provide for the additional space.

**For the Years 1989 - 90:**

1. Start of Buildings O and J, providing for classrooms and laboratories for Hotel Operations, Secretarial Science, and Legal Assistant.

**For the Years 1990 - 91:**

1. Completion of Buildings O and J. This will complete the move of all programs from Pensacola to the new campus.
2. Filling of additional custodial positions to provide for the additional space.

Throughout this new campus development, several principles that have guided the development of the Diamond Head Campus will continue to be followed. These include:

1. The design will maintain the natural beauty of the site and the Diamond Head Monument.
2. The design and landscape will provide an attraction to students and members of the community.
3. Roadway improvements to the perimeter roads will be constructed in accordance with city plans and in conjunction with the various phases of construction.

**PRIORITY TWO:  
STRENGTHENING AND ENHANCING THE  
LIBERAL ARTS TRANSFER PROGRAM**

**Desired Outcomes:** Raising the transfer rate from the current 25% of declared transfer students to 35%.

Graduation rates and grade point averages after transferring from Kapiolani Community College that are not different from those for entering students at UHM.

**Rationale:** The number of entering Kapiolani Community College students who desire to transfer has increased significantly within the past several years. Currently 40%, or over 2,000, of the students are declared liberal arts majors. Kapiolani Community College is now the largest single source of transfers to the UH-Manoa campus.

There is a recognized need to improve the success of these liberal arts students both while at the College and upon their transfer to a baccalaureate college. Statistics show that 90% of the liberal arts majors at Kapiolani Community College are classified as freshmen, revealing that most are not successfully completing their program or are leaving the College well in advance of the two-year program. These early leavers hurt those students who must remain behind, as it is difficult to get sufficient enrollment in some of the advanced classes.

In developing this plan to strengthen the liberal arts program, the College was guided by the belief that success would be achieved by providing a liberal arts program of sufficient size and quality to provide a sound two-year foundation for liberal arts students, one that would emphasize pre-major or pre-professional instruction in only selected areas, and one that would include some general education principles which would flow consistently throughout the curriculum.

**Activities:** The following are activities planned to be implemented over the period, 1985-1989. They involve extensive numbers of faculty and staff and the exact timing of implementation will depend on the success of the curriculum research and demonstration projects required.

1. Beginning in 1985, the curriculum will be slowly expanded to provide additional core courses, especially the 200 level courses, required in the general education distribution requirements of a four-year college. The objective is to provide students with alternative selections for the

various requirements. Additional sections of existing courses will also be increased slowly in response to student demand.

In addition, the schedule of classes will be designed to allow students to meet the general educational distribution requirements through morning only, afternoon only, or evening only attendance.

2. Four general education principles will be introduced into the liberal arts program "across the curriculum", i.e., through incorporation of the concepts into a variety of disciplines. In this way, the concepts are reinforced continually with students rather than through a single course, thus guaranteeing the student's competence in the area upon completion of the program.

The four areas that have been selected for this "across the curriculum" focus are writing, critical thinking, computer skills, and an Asian/Pacific strand. Major work on writing across the curriculum has already taken place and additional efforts will focus on expanding the effort to additional courses.

Preliminary design work is already taking place on the critical thinking component with the expectation that implementation will begin by Fall 1985. Following in one year intervals will be similar efforts on computer skills and the Asian/Pacific focus.

Each of these efforts involves major work by faculty in curriculum design, staff development, and development of support materials.

3. The phased addition of additional lower division major requirements in selected baccalaureate majors. These areas of selective emphasis have been chosen to parallel the College's vocational programs so as to take advantage of complementary staff, facilities, and equipment. The identified areas are pre-business, fine arts, computer science, hospitality industry, and medically-related science careers.

Implementation has already begun on a pre-business program, involving articulation with UH-Manoa and a special advising program. The program will be expanded to include articulation with other baccalaureate colleges granting business degrees during 1985-86.

Additional art classes are being designed and will be offered in conjunction with the completion of the new Art building in Fall 1986. A similar advising and recruiting program to that of the pre-business program will also be developed.

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Work on the other program areas will begin in 1985 and proceed as staff and resources become available. It is expected that all pre-major programs will be completed and operational by 1989.

The successful development of this liberal arts transfer program will depend on three additional factors:

1. Developing a full-time core faculty in the liberal arts areas. During the period of growth of the program the additional courses required have been largely taught by lecturers. Many liberal arts disciplines have only one or two full-time faculty members, an insufficient number to create the critical mass needed for curriculum and instructional development and to insure the quality and consistency of the program.

The College plans to meet this need through a program of reallocated and new regular faculty positions to replace lecturers in key areas or in areas where needed expertise is lacking within the present faculty. Staff development activities related to increasing the expertise of the liberal arts faculty will also be a priority.

2. The college library currently has too small a collection and too limited a space to provide the academic support needed by a good liberal arts program. The space problem will be resolved with the completion of the new library in 1987. The collection will be improved in two ways — through the addition of more volumes as part of the CIP project and through the development of an on-line library system that will provide remote access to the UH-Manoa collection. Coupled with a good interlibrary loan program and the relatively short distance to the Manoa Campus, this remote access will allow students to do bibliographic research without the College having to make a major investment in even more volumes at Kapiolani Community College.
3. The level of communication and articulation with the various receiving colleges will be enhanced to provide feedback to Kapiolani Community College on changes in requirements, success of students, and problems or opportunities. As this type of communication is best accomplished on a faculty to faculty basis, the College's staff development program will continue to support those activities that bring faculty from the various higher education institutions in contact with each other.

**PRIORITY THREE:**

**MAINTAINING VITAL VOCATIONAL PROGRAMS IN THE FACE OF CHANGING ECONOMIC CONDITIONS**

**Desired Outcomes:** The achieving of a 75% placement rate in jobs of all students completing a vocational degree or certificate program.

The achieving of a high degree of employer satisfaction in the quality of the work of Kapiolani Community College's vocational students.

**Rationale:** Vocational students play a major role in Kapiolani's mission and in the economy of the state. As indicated in the description of the context of this plan (section IV), it is anticipated that the vocational market for which students are being prepared will be in a state of flux. Technological changes will affect the ways jobs will be done and thus the number of jobs available for our students and the skills required of them. A gradually diversifying economy will create new job opportunities and the need for workers to change jobs more often and undergo additional training to meet the changes.

While no major new program areas are planned, the College's task will be to keep the existing programs current.

**Activities:**

1. The College will continue to adopt a career model in its approach to vocational education, including the continued support of the Career and Personal Development Center, the introduction of career concepts in the initial recruitment and advising of students, and the development of career ladder options within programs.

The career ladders identify for students exit points at which they have acquired sufficient skills to find gainful employment. At these points, students elect to leave or stay on for additional training to achieve a higher level of skill. The curriculum is structured so as to allow those who do elect to leave relatively easy re-entry into the program should they decide to continue their education at some later date.

Additional career ladders have been identified through the program reviews in Medical Assisting and Nursing and will be implemented in Fall 1985. Additional options will be considered on a regular basis through the program reviews and advisory committees and implemented when needed.

To improve student advising, program faculty will play the dominant role in advising declared vocational majors.

2. The College will continue to develop an aggressive program of equipment acquisition and replacement to insure that the students are being provided the skills in current use in business and industry. Maintaining this currency is increasingly difficult as a result of the rapid influx of technology, much of it high priced, into a variety of fields. Five approaches will be used to achieve this goal:
  - a. Rigorous maintenance of the computerized equipment replacement schedule developed by the College to provide for a more systematic assessment of the equipment requirements.
  - b. Use of vocational equipment funds to supplement general funds available for equipment.
  - c. Use of equipment acquisition funds available through the CIP program.
  - d. A more aggressive program of solicitation of funds from private industry to help bear the cost of the equipment.
  - e. Increased efforts to share expensive equipment among programs and campuses, and to develop cooperative use arrangements with industry.
3. While no new major programs are planned for the six-year period, the College is exploring the possibility of enhancements of existing programs in several areas. These include:
  - a. The training of home health care aides and personal care aides as additional certificate programs within the Nursing program. The jobs for which students will be trained are being created as a result of increasing de-institutionalization of patients in hospitals. The curriculum is being designed and tested for possible implementation in Fall 1986.
  - b. During 1985-86, the College, in conjunction with the Employment Training Office, will begin the study on the possible transfer of the Emergency Medical Technician and the Mobile Intensive Care Technician Programs to Kapiolani Community College. The transfer would make these credit programs and would place them with the rest of the Allied Health programs. The exact date and nature of the transfer would await the study results.

- c. During 1985-86, the College will begin a study of the Food Service and Hospitality Education Program. This will be directed toward answering questions as to the need for an advanced training program in food service, the revision of the hospitality and visitor industry program, the need for laboratory facilities for hotel operations, the need for curriculum changes in food service, and the in-service needs of hotel workers. The study will coincide with the detailed planning of the new Food Service and Hotel Operations facilities.
  - d. During 1985-86, the College will seek to expand opportunities for the Legal Assistant Program students to receive meaningful "hands-on" computer training. This will involve the establishment of a mini-computer laboratory and access to computerized legal research systems such as LEXIS and Westlaw. This effort may be undertaken in conjunction with the Richardson School of Law.
  - e. Other potential program areas being monitored by the College but for which no formal plans have yet been developed include physical therapy assistant, business art, and commercial music. These and others will be considered as the need develops.
- 4. Because of the recognition that writing, critical thinking, computer skills, and Asian/Pacific awareness have an equal significance to vocational students, faculty in vocational programs will also participate in these curriculum development efforts.
  - 5. The continued success of vocational programs will also depend in very large part on the quality and currency of the vocational faculty. Many of the changes in industry are occurring very rapidly and faculty are having a difficult time keeping up with these changes. The College has experimented with an approach to this problem by developing "externships" for faculty to spend some time in industry gaining state-of-the-art work experience. Based on these experiments, the College will implement a regular program of externships by Fall 1986.

**PRIORITY FOUR:  
IMPROVING BASIC ACADEMIC SKILLS**

**Desired Outcomes:** The successful progress toward regular degree programs of 70% of the students first placed in developmental courses.

A high degree of satisfaction by instructors in advanced classes or by employers with the basic academic skills of students.

**Rationale:** As an open door college, Kapiolani Community College plays a major role in providing access to post-secondary education for adults. Because many of these adults either have been away from an academic environment for many years, have made a decision late in high school to attend college, or have not performed well in high school, they often have academic deficiencies that need to be remedied before they can succeed in their selected programs. These deficiencies may range from the need for major remediation in math and/or communication to the need for review of some key concept or learning skill. The successful development of these basic academic skills is critical to students' success at the College and in the work environment.

Much of the College's approach to providing these basic academic skills has been defined in prior years. The major activities over the next planning period consist of consolidating and continuing these efforts, adding a few missing components, and ensuring the close integration of these efforts with the academic programs of the College.

**Activities:**

1. In Fall 1986, the major support laboratories for developmental education will be consolidated into a single facility in Building A. This Learning Assistance Center has been designed to provide support for students in reading, writing, English as a second language, math, and study skills. The facility is closely linked to the developmental classrooms. The facility will be staffed with educational specialists and trained student tutors, under the supervision of faculty. The Center is expected to serve 1,200 students per semester.
2. The growing number of immigrant students has resulted in a need to establish a program for ESL students. The curriculum work has been completed and a conversion in Fall 1985 of several lecturers to one full-time staff member is planned to provide the necessary leadership in this area.

3. Throughout the implementation of this effort, faculty will work to ensure the integration of the developmental efforts with the regular programs and with the identified competencies in writing, critical thinking, computer skills, and Asian/Pacific concepts emphasized in the general education program.

No developmental education program will be successful without a strong counseling and advising component. The highest risk for the developmental student is during the first semester and any intervention that helps the student through the transition to college is important in the student's success. The College recognizes this importance and will incorporate extensive pre-admission advising and counseling, testing, early registration, early identification and tracking of high risk students, and follow-up into its student system. Because this revision of the student support system is very comprehensive and encompasses more than just developmental students, it is described in more detail as Priority Five.

**PRIORITY FIVE:  
ESTABLISHING A STUDENT ASSESSMENT  
AND DEVELOPMENT PROGRAM**

**Desired Outcomes:** Achieving a student retention rate of 75% of those students who have not yet reached their academic goals.

Achieving a high degree of satisfaction by students and faculty with counseling and advising services.

**Rationale:** The success of students at the College is dependent on more than just his or her ability to perform well in the classroom. It also depends on students having a good understanding of what goals are to be achieved; receiving good academic advice; receiving support when personal problems, work-related problems, or academic problems arise; obtaining financial aid if needed; and obtaining support for special problems like handicapping conditions or language difficulties.

These student support needs can only be effectively addressed in a holistic fashion. The student's academic difficulties may be related to work problems, which might be solved by financial aid. A student withdrawing from a program may state the reason as personal, but in fact may have been better placed and happier in a different program. Recognizing this interrelationship of student needs, the College has begun to create an integrated approach to student

assessment and development and will implement this new program over the planning period.

**Activities:** The model being developed by the College has the following features:

1. All incoming students are given an inventory not only of their academic preparation but their interests and relevant background information that might have an effect on their success.
2. Based on these inventories, pre-registration counseling sessions are held with the students. During these sessions, individual educational objectives and career goals, as well as strategies to achieve them, are developed by the student and counseling staff. Where special services are needed the student is directed to those services.
3. Student success is monitored and high risk students identified. Counselors work closely with the high risk students while faculty advise those students who have demonstrated their ability to perform.
4. Special support activities such as workshops, special counseling, critical thinking and study skills training, and advising checklists are offered to students.
5. The counseling staff maintains a close follow-up of student referrals and student success. If a student appears to be having difficulty, he or she is referred to the staff and closely monitored.

This approach can work well for all students with only a variation in the type of special support activities offered. The basic assessment instruments have already been developed and the support services will be added according to the following timetable:

1. Academically underprepared students (1985)
2. Undecided students (1985)
3. Transfer students (1986)
4. English as a Second Language students (1986)
5. Returning adults (1987)

To support this system, the College will begin development in 1985 of a computer-based counseling information system that will provide counselors with access to a student's counseling history, including test results, career and academic goals, courses completed, referral history, and other needed information. The system will also allow the counselor and student to obtain on-line

information on progress toward a degree either at the College or at one of the local transfer institutions. It is expected that the system will be operational by Fall 1986.

The College will continue to provide special support for handicapped students. The support program has been developed over the past six years and will be made operational as a regular part of the College's programs in 1985.

**PRIORITY SIX:  
INCREASING ACCESS TO THE COLLEGE'S PROGRAMS  
THROUGH ALTERNATIVE DELIVERY**

**Desired Outcomes:** An increase of 500 students enrolled at the College who otherwise could not attend.

Grade point averages and completion rates for these students comparable to those of on-campus students.

**Rationale:** Even with the low tuition cost and neighborhood locations, there are still many qualified adults who cannot take advantage of the College's offerings. These may be individuals who cannot get away from work, who are homebound, who live in outlying areas like Hawaii Kai and don't have easy access to transportation, or for other reasons cannot attend when the classes are being offered. Reaching many of these individuals will require a different means of delivery than the traditional on-campus day class.

The College recognizes its obligation to provide access to higher education for these individuals, but also recognizes that the technology to provide that access is both expensive and newly developing. Consequently, an approach has been developed that focuses first on developing non-technological solutions to the problems, second on building the necessary infrastructure for off-campus delivery, and finally, in the later years of the planning period, becoming more actively involved in the off-campus delivery of instruction.

**Activities:**

**For the Years 1985-86:**

1. The College will develop and implement procedures for its Life/Learning Assessment Program (LEAP). This program will provide working adults with extensive experience in a program area to demonstrate his or her competence. In so doing, students may be granted credit or excused from certain required courses, thus shortening the time required for the degree.

## KAPIOLANI COMMUNITY COLLEGE

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2. As part of the construction of Building A, the College will design an internal communication system that will provide for the transmission of voice, data, and video signals. Care will be given to the integration of the on-campus communication system with outside links such as a cable TV system, Instructional Service Fixed Television, satellite links, UH-Manoa based computer systems, and other external sources likely to be critical to any off-campus delivery of instruction.

### **For the Years 1986-87:**

1. The on-campus communication system will be installed, providing the opportunity for external links and the development and testing of course delivery techniques.
2. The evening instructional program will be moved from the Pensacola to the Diamond Head Campus, opening up the possibility of additional courses and courses more directly oriented toward the needs of East Honolulu residents.

### **For the Years 1987-88:**

1. With completion of the Media Center, the College intends to have in place many of the necessary communication links, including the ability to originate cable transmissions, ITFS or microwave broadcast to Waikiki, and extensive data communications. These systems would be used in conjunction with distant classroom sites to experiment with instruction in Hawaii Kai.
2. Planning would begin on the major targets for off-campus delivery. Primary candidates are the hotel industry workers in Waikiki, businesses in the Waikiki and downtown areas, remote communication with hospital practicum sites, residents in Hawaii Kai, and other special or isolated groups.

### **For the Years 1988-91:**

1. Specific offerings will be developed in accordance with the plan described above and delivered over the network.

In approaching this development of an alternative delivery system for its student population, the College recognizes that the planned schedule may either be unrealistically slow given the advances in telecommunication services or unrealistically fast given the difficulties in adapting education to the telecommunication environment. The importance of some effort in this area is seen as critical, as it is unlikely that the telecommunication changes will have no

impact on educational delivery. The College is gearing itself to take advantage of the opportunities and may adjust the timetable accordingly.

It is also recognized that the telecommunication requirements lend themselves well to a cooperative effort among institutions. The College is more than willing to participate in such cooperative efforts in achieving this priority.

#### **PRIORITY SEVEN: IMPROVING THE QUALITY OF INSTRUCTION**

**Desired Outcomes:** An increase in student course and program completion.

A high degree of satisfaction by employers and receiving institutions with the quality of Kapiolani Community College students.

A high degree of satisfaction by students with the quality of instruction.

**Rationale:** The fundamental mission of the College is to teach — to help students learn new skills and new knowledge and how to continue to seek new knowledge throughout their lives. The principal methods of instruction, the lecture-discussion and laboratory, have evolved as the dominant methods, not because of their inherent effectiveness, but because they have proven to be efficient in teaching large numbers of people.

Research and experience have shown that the lecture-discussion method has several weaknesses. Instruction is most often aimed at the middle of the group, leaving both those who are ready for more advanced material and those who are behind bored and frustrated. The instruction is constrained in both time and place. If the student cannot be in the classroom at the appropriate time, the instruction is lost. If the faculty member cannot bring the images, ideas, and concepts to the classroom, then these cannot be communicated to the student. The lecture is, of necessity, often too predefined and orchestrated to allow free inquiry by students. Finally, the approach is one dimensional, advantageous to those students who learn well in an aural environment; disadvantageous to those whose dominant learning style may be different.

Addressing these limitations and seeking to improve the quality of instruction is a constant goal for the College. The faculty of Kapiolani Community College have demonstrated over the past several years their keen interest in seeking to enhance their methods of instruction. The focus for the next six years

will be to create for these faculty the supportive environment needed to allow this instructional development to occur faster and more easily.

**Activities:**

1. During 1985, the College will establish two additional staff positions in the Educational Media Center. These positions will provide faculty with technical support in the development of instructional materials, particular video and computer applications, and in the repair of instructional computer equipment.
2. The focus during 1985 will continue to be on computer skills for faculty, including the phased acquisition of computers for student use, an advanced institute for computer applications for those faculty who have progressed beyond simple skills, reintroduction of the PLATO instructional system, and beginning research and development activities on computer/video disc applications.
3. Also in 1985, the library will begin converting to an on-line operation. This effort is expected to be completed in 1987 and will result in all the library functions — catalog, circulation, and acquisitions — being on-line. The system will be integrated with the UH-Manoa and other community college libraries, thus greatly increasing the effective collection size for students.
4. In 1986, construction will begin on the Educational Media Center. Upon completion, this facility will provide the necessary support facilities for faculty production of materials, including video, computer, graphic and print, and audio. Incorporated into the design of the Center and of the campus is an internal distribution network for data and video and the capability for off-campus delivery (see Priorities 6 and 10).
5. In 1987, construction will begin on the Library/Learning Resource Center which will serve as a central distribution point for all materials used independently by students, including books, audio and video tapes, computer data bases, and other reference materials. To improve service to students and faculty, additional volumes and staff will be added to the library during the 1987-89 biennium.

Throughout the planning period, the College will maintain an aggressive program of seeking sources of funds for instructional development. This will include careful monitoring of grant sources, providing assistance to faculty in grant writing, working to improve sharing and communication among those

involved with curriculum work, and soliciting private funds for curriculum research that cannot be funded through other sources.

The College will also actively support the development of a closer working relationship with the College of Education or the development of a research capability within the Office of the Chancellor that would focus on issues related to effective instruction with adults. This type of research is needed but is beyond the capability of the College.

#### **PRIORITY EIGHT: MAINTAINING A HIGH QUALITY FACULTY AND STAFF**

**Desired Outcomes:** A high degree of satisfaction by faculty and staff with their work.

A recognition by those outside the College of a high quality faculty and staff.

Salary parity with the principal competitive markets for faculty and staff.

**Rationale:** The success in achieving all the other priorities depends on having a capable and committed faculty and staff. Maintaining that high quality staff is becoming increasingly difficult for several reasons:

1. The salaries for faculty and staff are not competitive with those of the markets from which we need to draw. This is particularly true in many of the vocational programs and in some liberal arts areas. As a result, the College is receiving fewer and fewer applications for job openings, both full and part-time, and is having to hire less qualified and less experienced people than it needs. In other instances, experienced faculty are being lost to outside institutions.
2. The same technological changes that are happening in industry are happening on-campus. Faculty who have no previous experience with computers and telecommunications applications are not only having to learn to use them, but also how to teach those applications to others.
3. In the fiscally constrained period of the past several years, restrictions or cuts have repeatedly been made in areas where there were some discretionary funds, that is, funds not committed to salaries or fixed expenses. These are the funds that are used for staff development and their restriction has reduced the opportunities for leaves, travel, workshops, and other activities to keep faculty current with their profession.

Seeking solutions to these problems of maintaining a highly qualified and vital staff is a high priority for this planning period. Without such an effort, the other activities are not going to succeed.

**Activities:**

1. The College strongly supports the University's efforts, as identified in the Strategic Plan, to develop a competitive salary structure and to provide for equity adjustments to assure the retention and recruitment of qualified faculty. This objective should be accomplished as soon as possible.
2. Beginning in 1985, the College will seek to establish a staff development fund of \$20,000 from private sources, including the faculty and staff of the College. This fund will be used for workshops, seminars, colloquia, and other staff development activities.
3. An externship program will be developed to enable faculty to learn current trends in industry by participating in a summer or partial semester program. The program will be implemented in Fall 1986.
4. By continuing its program of computer skills, the College plans to have all of its faculty aware of the basic operation and concepts of computers, able to use word processing, spreadsheets, and simple data management programs, and able to connect to the available computer network by Fall 1986.
5. The staff development program will be enhanced by assisting faculty and staff with their individual professional development programs and by developing more opportunities for intellectual exchange among faculty in addition to the regular program of sabbatical leaves, workshops, and in-service training programs.

## **PRIORITY NINE: DEVELOPING MORE EXTENSIVE COMMUNITY TIES**

**Desired Outcomes:** A high degree of awareness and satisfaction expressed by the community on the services provided by Kapiolani Community College.

An increase in alumni participation to 5000 active members.

An increase in private support for the College to \$100,000 per year.

A high degree of satisfaction by businesses with the non-credit training provided by the College.

**Rationale:** In addition to the features of open admissions, comprehensive programs and low cost, one of the characteristic features of community colleges is their close relationship with the communities they serve. This relationship serves to keep the college responsive, to reinforce the open access to the college, and to provide the community with services it otherwise would not receive.

There are three "communities" that the College serves on which it will focus additional services and foster relationships over the planning period. These are:

1. The East Honolulu geographic area, particularly from Waikiki-Kapahulu to Hawaii-Kai. With the College's move to the Diamond Head Campus, these residents will increasingly become the College's community, that is, these will be the people with the greatest interest in the College's programs.
2. The businesses in the East Honolulu area and in those industrial sectors closely related to programs offered by the College. These sectors include the health and legal professions, food service and hotel operations, data processing, clerical workers, and small businesses.
3. Alumni who continue to have educational needs or the desire to maintain those relationships developed while at Kapiolani.

Efforts at increasing service and relationships with these groups was begun two years ago with very positive results. Continued growth in these program areas is planned for the early part of the planning period.

**Activities:**

1. In 1985, the community service program oriented to the needs of businesses, particularly in the area of computer training, will be continued and expanded.
2. In 1985, the training needs of the East Honolulu business community will be surveyed and training programs developed to serve those small business needs.
3. In 1985, the in-service training needs of food service workers and hotel workers will be re-examined and an expanded program offered, based on the assessment.
4. Additional non-credit courses and community service activities based on the needs and interest of East Honolulu residents will be developed.
5. The alumni efforts will be expanded to include at least four additional programs by the end of 1985. By the end of 1987, it is expected that program and college alumni groups will have 5000 active members.
6. The fund raising efforts begun in 1984 will continue with an annual fund raising campaign complemented by a major gifts program in 1985, and a deferred giving program in 1986. The efforts should result in \$20,000 additional funds per year until the goal of \$100,000 per year is reached.

To support all of these activities and to provide the community with general knowledge of the College, a more active program of public relations will be developed. This program will include regular communication through a newsletter, periodic direct mailings to community or business groups, special invitations to selected community and business leaders, and active publicity of special campus events.

The College will also undertake an active program of staff development for its own staff on some of the techniques of successful fund development, alumni development, and public relations to insure that these activities are understood.

**PRIORITY TEN:  
IMPLEMENTATION OF A COMPREHENSIVE PLANNING,  
MANAGEMENT, AND EVALUATION SYSTEM**

**Desired Outcomes:** A high degree of recognition by those outside the College that it is effectively and efficiently managed.

A high degree of understanding and participation in the planning and management of the College by college staff.

**Rationale:** Two factors lead to the need for a good system of managing Kapiolani Community College. First, funds are limited. The College cannot do all of the things it is asked to do and do them well. It is critical to know where to spend the limited funds available through knowing what is working and what is not, what is costing how much, and why. Second, the nature of the College and what it needs to do is constantly changing. What might have worked five years ago may no longer be appropriate; what will work tomorrow may not be known today.

These factors have led the College to the development of a comprehensive planning, management, and evaluation system that provides a means to set goals, allocate resources to the goals, and assess the achievements of the programs or the continued need for those goals. Over the past several years the planning and management components have largely been implemented. The focus during the early years of this planning period will be to add an evaluation component to the regular operations of the College.

In addition to the need for a regular management system, the College also recognizes the great advantages in using the computer to support many of the transactional processes of the College and to provide the management information needed for the PME system. Already in place are on-line student registration and course scheduling system, an on-line fiscal system for other current expense items, and a word processing network. Additional components will be added over the planning period.

**Activities:**

1. In 1985, the College will develop and implement an outcomes-oriented program review system. This system will provide for regular feedback to faculty and administration on the health of the various programs and a more in-depth five year review. This system of program reviews will be integrated with other evaluation processes, such as program

and college accreditation, special research studies, program annual reports, and advisory committee reports.

2. To support these evaluation processes, the College will initiate a series of student flow outcome surveys to provide regular information on student success and student and employer satisfaction. The College will assign a staff member to coordinate these data collection efforts. The data requirements will also be incorporated into the design of the student and faculty records systems wherever feasible.
3. The on-line student records and personnel functions will be made operational in 1985. Development work will begin on an on-line counseling data base that will become operational in 1986. By 1987, the College hopes to have telephone registration for both credit and non-credit courses. To support the on-going maintenance and future development of these systems, one computer analyst will be added to the staff in 1986-87.
4. As part of the development of Building A, the campus will develop and implement a communication network in 1986. This network will be designed to be state-of-the-art and provide comprehensive voice and data services. The data network will provide any network user access to any other user and to the various computer resources available on campus and at the Manoa Campus. This will include the instructional computers at the UH Computing Center, the Hamilton Library computers, the administrative computers at the Management Systems Office, and other external links. This network will be used to provide better and faster communication among staff.
5. In 1987, the College will again examine its computer requirements and develop proposals for acquisition of additional administrative computing or software as appropriate.

Throughout the development of its administrative processes, Kapiolani Community College will be governed by the belief that to be effective the system must be used. And to be used, the system must not involve a lot of work for staff (staff are not available just to support the system), must not duplicate other efforts or generate additional work, and must provide useful information to the faculty and staff. These will continue to be the guiding principles in the formulation of these final components of the PME system.

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